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| **Year 1** | **Maths**  White Rose | **English**  Pathways | **Science**  **White Rose** | **Computing** | **Art** | **DT** | **Geography** | **History** | **Music** | **Performing Arts** |
| Autumn  **- Place Value within 10:**  -Sorting, counting and representing with objects.  -Counting objects from a larger group.  -Counting on, one more and one less, counting backwards.  -Less than, greater than, equal to.  -**Addition and Subtraction within 10:**  -Part whole models  -Writing number sentences  -Addition fact families, number bonds to 10  --Adding together, adding more  -Finding a part, subtraction, how many left? | Autumn  Writing  **-Combine words to make sentences**  -**Leave spaces between words**  -**Begin to use capital letters and full stops**  -**Use capital letters for names of people and the personal pronoun ‘I’.**  **Key Texts**  Term 1: Lost and Found  Term 2: Katie in London | **Working Scientifically –** practical learning at every opportunity | **Using Technology Safely** | **Cultural Understanding through a range of artists** | **Cultural Understanding – products and structures in the real world** | **Cultural Understanding – exploring people and places from around the world** | **Cultural Understanding – exploring people and events that have shaped our world today** | **Cultural Understanding – listening and appreciating different music from all over the world** |  |
| **Term 1**  **Biology:The Human Body**  **-**name and identify parts of the human body.  -draw/ label parts of the body.  -Explore the five senses.  **Biology: Seasonal Changes- Changes in Aut**  -changes across the four seasons  - seasonal weather  - day length variation  **Chemistry: Use of Everyday Materials**  -explore materials; wood, plastic, glass, rock, metal  -Objects and materials  -Melt and freeze  -Float and Sink  -Absorbency  **Biology: Seasonal Changes- Changes in Winter**  -changes across the four seasons  - seasonal weather  - day length variation | **Computing systems and networks –** Technology around us  **Beebot Project**  - navigate a beebot towards a target using simple algorithms  -World maps, can you take a trip around the world and visit key areas | **Colour Mixing Paint Project**  - master colour mixing and paint techniques through the work of an artist  **ARTIST FOCUS – Piet Mondrian** | **Builder Project**  - select and use construction materials to build a structure  (eg) Lego building  -Design and build landmarks from around London (linked to Katie in London) | **Map Drawing Project**  - construct maps using symbols  -Create a map of the school grounds.  -Design garden map, including key.  Gardens from around the world | **Remarkable Event Project**  - Significant historical event **beyond living memory-Gun Powder Plot**  **Inspiring Person Project**  - significant individual with NATIONAL achievements  Neil Armstrong  Mathew Henson  Amelia Earhart | |  | | --- | | **Ourselves** | | **Story time** | | **Travel** | | **Machines** | | **Drama Project: Audio Story**  Express emotions through tone and voice- nativity |
| Spring  **- Place Value within 20:**  -Sorting, counting and representing with objects.  -Counting objects from a larger group.  -Counting on, one more and one less, counting backwards.  -Less than, greater than, equal to.  **-Estimating using a number line.**  -**Addition and Subtraction within 20:**  **-**counting on within 20.  -Add ones using number bonds  -Number bonds to 20.  -Doubles  -Subtract ones using number bonds  -Subtraction-finding the difference  -Missing number problems.  **- Place Value within 50:**  -Count in 10s  -Partitioning numbers  -Number line up to 50  -more or less.  **-Measuring**  -Measuring length and height using objects and in cms  Mass and Volume  -Measuring heavy and light  -Measuring and comparing mass, volume and capacity.  -Identifying empty and full | Spring  Writing: The Lion Inside  Reading: Koala who could  **Poetry**  **-Play with words e.g. *onomatopoeia, rhyme***  -List words and phrases  -**Use simple language patterns *e.g. repetition and rhyme*** | **Plant A**  -Winter plants  **Animals**  -fish, amphibians, reptiles, birds, mammals  -compare animal groups.  - carnivores, herbivores, omnivores  **Caring for the planet**  -why it is important to care for our planet?  -How can we care for the planet?  **Seasonal Changes- Changes in Spring**  -changes across the four seasons  - seasonal weather  - day length variation  **Plant B**  -Observe changes  -Plant something else | **Creating media** – Digital painting | **Drawing Project**  - master line drawings, shape and colouring the work of an artist | **Wheels Project**  - explore and use wheels and axels  (eg) design and create a vehicle/ imaginary creature/robot | **UK Project**  - explore the UK  - UK weather  (eg) become weather reporters/farmers/travel agents etc | **Our Town Project**  - changes within living memory  -significant historical people, events, places in their own locality  (eg) museum trip/visitor | |  | | --- | | **Weather** | | **Seasons** | | **Animals** | | **Patterns** | | **Mime Project: Facial Expressions**  Express emotions hrough facial expressions |
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| **Creating media** –Digital writing |  |  |  |  |  |
| **Summer**  **Multiplication and Division**  -Count in 2s, 5s and 10s.  -Make arrays and doubles.  -Recognise and add equal groups.  -Grouping and sharing  **Fractions**  --Recognise and identify half of an object and shape.  --Recognise and identify half of a quantity.  -Find a quarter of a shape, object and quantity.  **Geometry**  -Describe turns, positions, left and right, forwards and backwards, above and below.  -Look at ordinal numbers.  **Place value within 100:**  -Count in 1s, 10s to 100.  -Partitioning ones and 10s  -Look at a number line to 100.  -One more and one less  -Compare any two numbers including numbers with the same number of 10s  **Money**  -Unitising, recognising coins and notes and count in coins.  **Time**  -Before and after.  -Days of the week and month.  -Hours, minutes and seconds.  -Tell the time to the hour and half hour. |  | **Programming B** – Introduction to animation  **Data and information** – Grouping data | **Clay Sculpture Project**  - texture form and space through the work of an artist | **Food Project**  Prepare a healthy savoury dish  **Paper Product Project**  - cut, shape and join a wide range of paper-based materials  (eg) celebration card | **My School Project**  - conduct a field study on the school grounds  (eg) tour guides/ play area designers/ woodland explorers  **Fieldwork**  - outdoor, practical learning at every opportunity |  | |  | | --- | | **Our School** | | **Water** | | **Our Bodies** | | **Number** | | **Ribbons Project: using ribbons to describe music**  Use movement to express rhythm and emotion |
| **Plants**  **-**Name/identify plant/tree parts  - common wild and garden plants  -Plants in our local area.  - deciduous and evergreen trees  -Observing growth through the seasons.  **Plant C**  -Observe changes  -Plant-summer  **Growing and Cooking**  --where does food come from.  -What have I planted and grown this year.  -Can I cook what I’ve grown?  **Seasonal Changes- Changes in Summer**  -changes across the four seasons  - seasonal weather  - day length variation |

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| **Year 1** | **RE Herts Scheme**  **Christianity**  **Hinduism** | **PSHE**  **Jigsaw Scheme** | **PE**  **GetSet4PE Scheme** | **Languages**  **Language Angels** |
| **Autumn 1** | **Harvest Festival Traditions**  ***Beliefs and Practices*** – Being thankful and harvest traditions  ***Justice and Fairness* –** Giving to Charity | **Being me in my own world** – class charter; feeling special and safe in my class | * Gymnastics * Movement skills | Exploring languages and cultures from around the world through contextual links to topics  – for example, learning a simple French song for music or simple words/phrases linked to learning in class   * European Languages Day * World Languages Day * Explore the language and culture of countries and people we learn about in class * Harvest Around the World * Winter Celebrations Around the World * Easter Around the World * Chinese New Year * International Award |
| **Autumn 2** | **Festivals of Light**  ***Symbols and Actions*** – Festivals of Light  ***Ultimate Questions-*** Christmas: Why does Christmas matter to Christians? | **Celebrating Difference** – differences that make us special and unique | * Yoga * Sending and Receiving |
| **Spring 1** | **Naming Ceremonies**  ***Identity and Belonging*** - Belonging to Family; Naming Ceremonies – include a visit to a place of worship | **Dreams and Goals** – celebrating success | * Ball Skills * Net Wall |
| **Spring 2** | **Easter**  ***Beliefs and Practice*** – Easter Story  ***Ultimate Questions-*** Why does Easter matter to Christians? What is the good news that Jesus brings?  ***Prayer, Worship and Reflection*** – using artefacts for prayer and worship | **Healthy Me** – identifying ways to keep safe and healthy | * Movement to music * Invasion Games |
| **Summer 1** | **The bible and the Vedas**  ***Sources of Wisdom*** – sacred texts: who reads them, when and why? Faith stories | **Relationships** – expressing appreciation | * Team Building * Striking and Fielding |
| **Summer 2** | **Taking Responsibility**  ***Human responsibility and Values*** – Taking responsibility  ***Ultimate Questions-*** Big Questions about God: What do Christians believe God is like? Who made the world? | **Changing Me** – identify body differences between boys and girls   * I can talk about changes to my body and mind since I was a baby * I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina * I can talk about changes in my life and how they make me feel * I respect my body and understand which parts are private | Athletics and Sports Day activities |

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| **Rights Respecting School Articles** | | |
| **Article 1**  Everyone under 18 has these rights.  **Article 2**  All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is,whether they are a boy or girl, what their culture is, whether they have a disability, whether they  are rich or poor. No child should be treated unfairly on any basis.  **Article 3**  All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.  **Article 4**  The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.  **Article 5**  Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.  **Article 6**  You have the right to be alive.  **Article 7**  You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).  **Article 8**  You have the right to an identity – an official record of who you are. No one should take this away from you.  **Article 9**  You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.  **Article 10**  If you live in a different country than your parents do, you have the right to be together in the same place.  **Article 11**  You have the right to be protected from kidnapping.  **Article 12**  You have the right to give your opinion, and for adults to listen and take it seriously.  **Article 13**  You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.  **Article 14**  You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you. | **Article 15**  You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.  **Article 16**  You have the right to privacy.  **Article 17**  You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information  you are getting is not harmful, and help you  find and understand the information you need.  **Article 18**  You have the right to be raised by your parent(s) if possible.  **Article 19**  You have the right to be protected from being hurt and mistreated, in body or mind.  **Article 20**  You have the right to special care and help if you cannot live with your parents.  **Article 21**  You have the right to care and protection if you are adopted or in foster care.  **Article 22**  You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.  **Article 23**  You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.  **Article 24**  You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.  **Article 25**  If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.  **Article 26**  You have the right to help from the government if you are poor or in need.  **Article 27**  You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.  **Article 28**  You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. | **Article 29**  Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.  **Article 30**  You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.  **Article 31**  You have the right to play and rest.  **Article 32**  You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.  **Article 33**  You have the right to protection from harmful drugs and from the drug trade.  **Article 34**  You have the right to be free from sexual abuse  Article 35  No one is allowed to kidnap or sell you.  **Article 36**  You have the right to protection from any kind of exploitation (being taken advantage of).  **Article 37**  No one is allowed to punish you in a cruel or harmful way.  **Article 38**  You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.  **Article 39**  You have the right to help if you've been hurt, neglected or badly treated.  **Article 40**  You have the right to legal help and fair treatment in the justice system that respects your rights.  **Article 41**  If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.  **Article 42**  You have the right to know your rights! Adults should know about these rights and help you learn about them, too.  **Articles 43 to 54**  These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights. |

